Idaho's Smarter Balanced Field Test Feedback Results

Student, Educator, and Administrator Responses

Idaho State Department of Education

Contents

Assessment

FIELD TEST FEEDBACK RESULTS:

Purpose

Approximately 164,660 students participated in Idaho's Smarter Balanced Field Test in the spring of 2014 with over 640,000 assessments administered throughout the state. The goal of the field test was to give students, teachers, administrators, technology coordinators, district testing coordinators and test proctors an opportunity to experience the new summative assessments. In addition, the results of the field test were utilized to determine achievement levels (also known as cut scores) and to create a vertical scale. A vertical scale will allow teachers and parents to follow a student as he/she progresses through the grades 3-11 on a single scale. This 'risk-free' field test administration did not generate test scores for individual students. For this reason, accountability (i.e. Star Rating) was frozen for one year, allowing time for districts, schools and teachers to finish implementing their curriculum tied to the new Idaho Core Standards: http://www.sde.idaho.gov/site/ICS/.

The field test administration was a collaborative effort between the Smarter Balanced Assessment Consortium, the State Department of Education, and local districts. On a large scale, it was important to know if the testing platform, student and test administrator registration, technology, administration directions, and preparations were sufficient. In addition, understanding student opinions related to the assessment was a top priority, as it is strongly believed that their experiences should be weighed heavily in vendor selection, test creation and future assessment administrations. Upon completion of the field tests, an optional and anonymous survey was given to students, test administrators, building administrators, district testing coordinators, technology coordinators and teachers in an effort to ascertain what worked well and what might require additional improvements or modifications before the operational assessment in 2015.

Process

In February 2014, the Assessment Division at the Idaho State Department of Education formed the Smarter Balanced Committee consisted of teachers, principals, school administrators, district testing coordinators, technology coordinators and superintendents. This 30 person committee was designed to provide input from the field on the implementation process of the new Smarter

Balanced assessments. The committee proposed to administer a survey in order to better understand the needs of the various groups involved in the field test.

A total of five anonymous surveys were created by this committee and provided online through SurveyMonkey® for each of the following groups: building administrators, district testing coordinators, district technology coordinators, test administrators and teachers, see Appendix B-G. Three anonymous student surveys were created based on grade band (Appendix A). These surveys were available to students online or in paper versions. Communication of survey availability was accomplished through direct email, monthly assessment newsletters and weekly statewide SDE communications. Completed paper versions of the student surveys were mailed to the Idaho State Department of Education and entered into the SurveyMonkey® to be analyzed with those which were submitted online. Responses were collected from March 31, 2014 – June 23, 2014.

Results

Educator and Administrator Results

Online surveys were completed by 219 Administrators, 85 District Testing Coordinators, 438 Test Administrators, 38 District Technology Coordinators and 492 Teachers.

District Testing Coordinators responded that roughly 90% of their students utilized a desktop computer for the assessments. The same group indicated that they would prefer a 7-week (22%) or 8 week (20%) assessment window for the operational tests to be given in spring of 2015.

Administrator surveys were completed by 24 Superintendents, 148 Principals and 46 "Others". In this survey, many indicated a smooth test administration, including scheduling and adequate technological resources. On the other hand, the Administrators also indicated the length of testing time as an issue, especially in schools where computer resources were not as robust. In one middle school, for example, all 780 students in grades 7-8 have chrome-books and completed testing in four mornings from 9am-11am. Other schools simply do not have these resources, and as a result, the assessment took significant computer lab time. It should be noted that the previous old statewide assessments were also administered on computers; therefore, the issue with scheduling and significant time utilizing the computer labs is not a new issue in Idaho.

Technology Coordinators indicated relatively smooth scheduling and administration of the field test with very few technical glitches which were resolved quickly. One of the challenges they encountered was getting the designated supports and accommodations clarified and entered onto the system prior to testing. Scheduling was a larger factor for bigger school districts. Some districts were faced with having additional costs such as headphones, computers and proctors. Virtual schools indicated that administering the teacher-led performance task was challenging.

Test Administrators (or Proctors) indicated that they were able to log-in and retrieving test session IDs efficiently with very few issues. They reported that students seemed to enjoy interacting with the test and the tools. They noted also that students seemed to be relaxed and generally liked to type their responses and use the keyboard.

Overall, the classroom activities were very well received by the Teachers. There is a strong indication that the activities and the group discussions were very engaging. The activities also showed a heightened interest in the topic. However, some challenges were noted with apparent lack of alignment of the in class activity to the computer portion of the performance task, especially in high school.

Data on the actual length of the assessments were not reliable and are likely highly skewed to shorter testing times than those suggested by the Consortium. This may be due, in part, to some districts/schools setting pre-determined testing sessions varying from 30 minutes to 60 minutes. As a result, these students were counted as participants; however, most did not complete the assessments.

Student Results

Students in grades 3 through 11 completed surveys about their testing experiences, yielding 10,428 student responses. Responses took the form of multiple choice selection as well as open-ended response. See Figure 1 – 6 for student survey results.

Student self-report data paint a broad and variable picture of the assessments. Responses from students were similar across the grade bands in relation to assessment navigation and the testing platform. Technology and navigation were not as problematic as anticipated, with a large majority of students feeling that the navigation of the assessments and use of a keyboard did not impede their access to the test. The results are shown in Figures 3, 4 and 6.

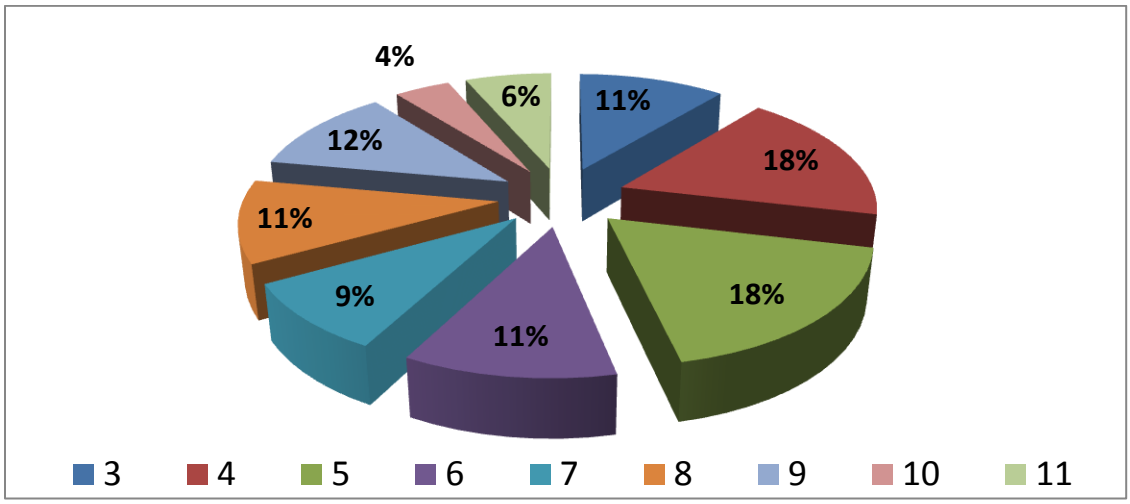
Students in grades 3-5 reported that the assessments matched what they learned in class, while high school students reported that the assessment had less alignment with their classroom instruction. See Figure 5.

Students' responses to the length of the assessments varied dramatically. Equal numbers felt the assessment was too long as felt the assessment was too short or not too long (see Appendix E and F). Notably, students reported that the assessments were "challenging" and that they "learned something new" from the readings or classroom activity. Many reported that they liked the opportunity to give their own answers or to be able to explain their answers as opposed to having to choose from a list of multiple choice answers as were found on Idaho's prior summative assessments. See Appendix G for actual student responses.

Grade Level

Students in grades 3– 11 responded to the survey, with 4th and 5th graders representing the majority of the responses at a combined 36% of the total.

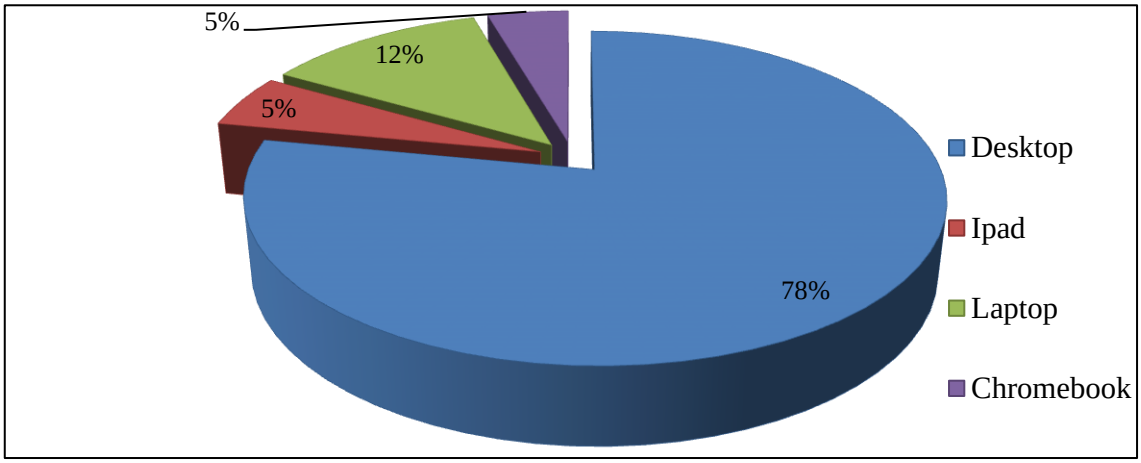
Figure 1 – Percentages of Students Survey By Grade Level



Testing Hardware

As shown in Figure 2, 78% of the responses indicated that the corresponding test was administered on a desktop, 12% on a laptop, 5% on an iPad, and 5% on a chromebook. By grade level, there were 4,273 responses from the grades 3-5 students, indicating that the corresponding test was administered on a desktop computer, 74 on an iPad, 374 on a laptop and 147 on a chromebook. In grades 6-8, a total of 2,217 responses indicated that the corresponding test was administered on a desktop computer, 376 on an iPad, 425 on a laptop and 261 on a chromebook. In high school, a total of 1666 responses indicated that the corresponding test was administered on a computer, while 100 on an iPad, 480 on a laptop and 63 on a chromebook.

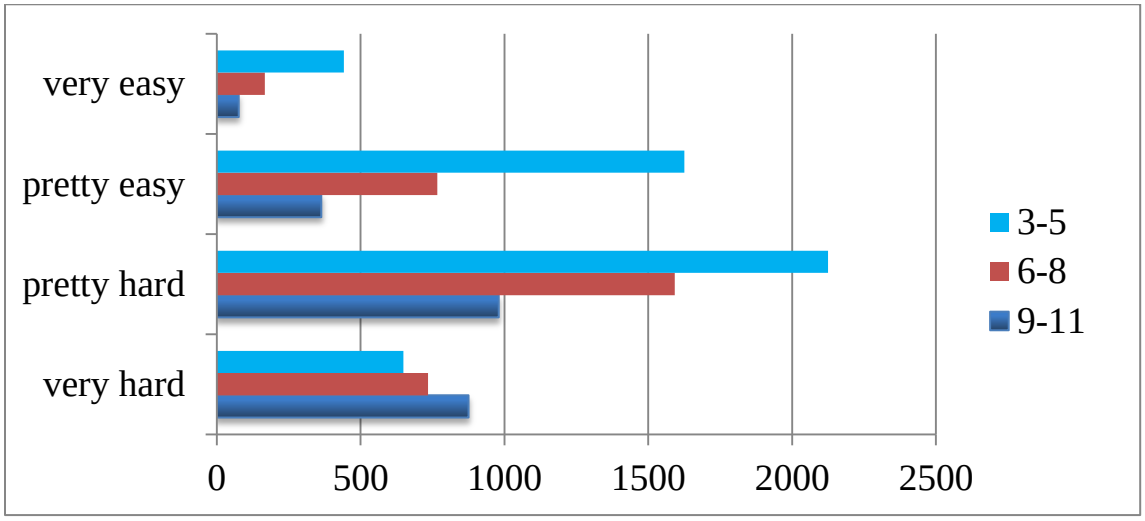
Figure 2 - Testing Hardware used by students during testing



Student Perceptions of the Questions on the Assessments

The majority of the responses across all grades indicated that the questions on the tests were "pretty hard". The second most common reply was that the questions were "pretty easy". A large percentage (80%) of the responses from high school students indicated the questions were "pretty to very hard".

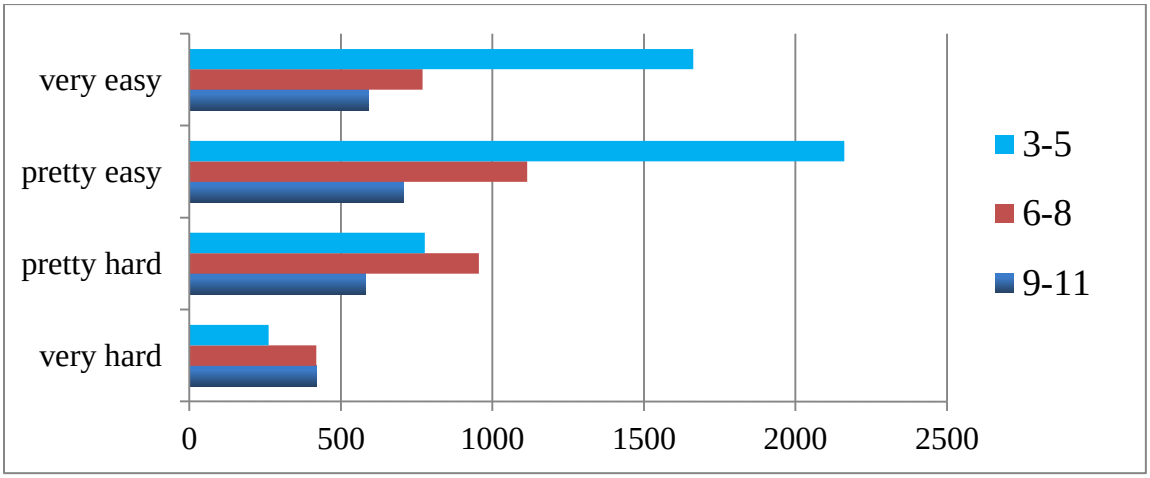
Figure 3 - What did you think about the questions on the test you took today?



Navigation

Student perceptions on navigating the test were similar across the grade levels. Answer choices were "Very Easy", "Pretty Easy", "Pretty Hard", or "Very Hard". In grades 3-5, nearly 79% of the responses indicated that navigating the test was pretty easy. In both middle and high school, approximately 57% of the responses indicated it was pretty easy to navigate the tests.

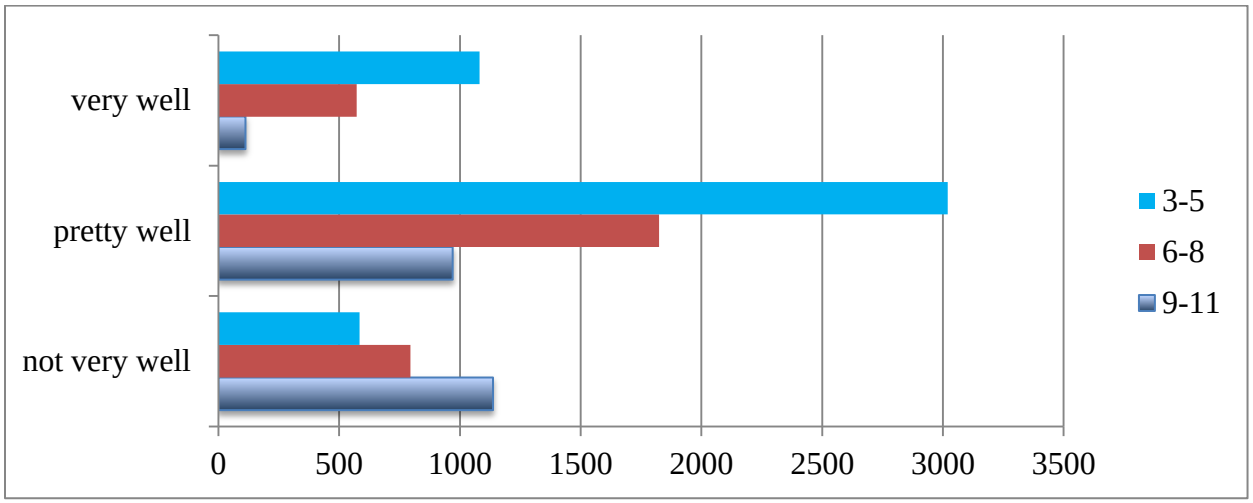
Figure 4 – What did you think about using the computer to (navigate) take the test today?



Prior Learning

Students were asked "How well do you think the test you took today matched what you learned in class this year?" In grade 3-5, 87% of the responses indicated that the assessments match pretty well or very well with what they had learned in class. In the 6-8 grade band, 75% indicated the assessment match pretty well to very well. In high school, 52% of the responses indicated that the assessments did not match well with what they had learned in class.

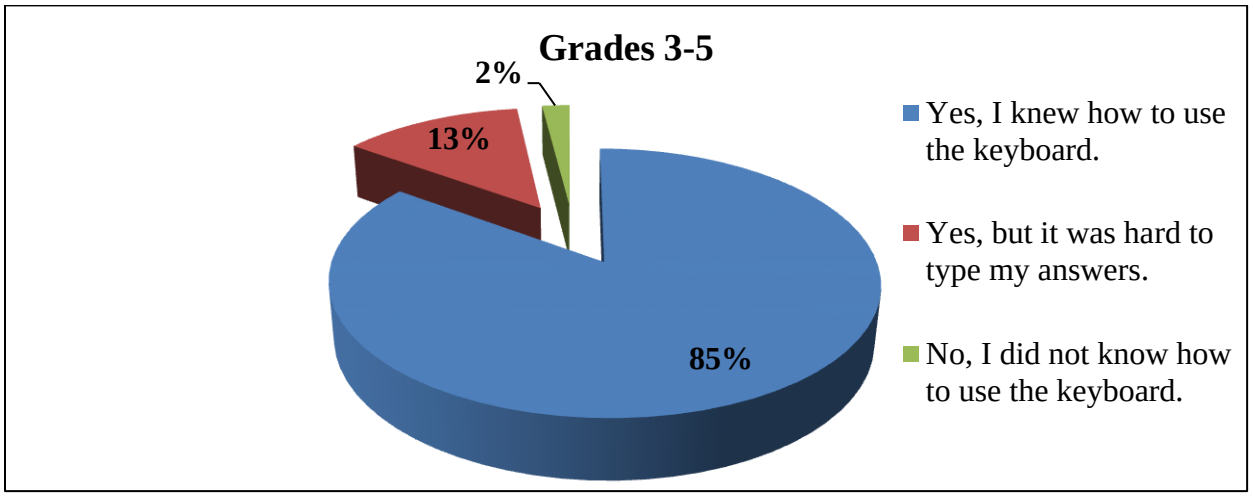
Figure 5 – How well do you think the test you took today match what you learned in class this year?



Keyboarding Ability

In grades 3-5, students were asked, "Were you able to use the keyboard to type your answers?" A total of 3,978 replied "yes, I knew how to keyboard", while 617 responses indicated "yes, I was able to use the keyboard but it was hard to type my answers". Less than 2% of the surveys (77 responses) revealed that they did not know how to use the keyboard.

Figure 6 – Were you able to use the keyboard to type your answers?



Open-Ended Responses

Students

Students responded to two open-ended questions at the end of the survey ("What did you like about the test you took today?" and "What did you not like about the test you took today?"). Common responses across the grades are shown below.

STUDENT FEEDBACK: OPEN-ENDED RESPONSES			
What Students Liked about the Test	**EXAMPLES FROM EXPERIENCES**		
Top Answers	**BOTH**	**ELA**	**MATH**
Typing Answers	- Access to keyboard - Typing answers instead of writing -Showing work	-Expressing ideas	-Ability to type fractions
Fun	-Clear questions -On a computer/device	-Fun stories -Stories were entertaining	-Questions were challenging but fun -Use of calculator -Online tools -Picture problems
Easy	-Not timed	-Questions were pretty easy	-Questions were easier than anticipated
STUDENT FEEDBACK: OPEN-ENDED RESPONSES			
What Students Did Not Like about the Test	**EXAMPLES FROM EXPERIENCES**		
Common Response	**BOTH**	**ELA**	**MATH**
Hard	-Time consuming -Showed things not yet learned -Computer screen sometimes hard to read -Could not move forward in test unless an answer was chosen/written	-Text to speech voice accommodation was sometimes hard to understand -Multiple questions per page with long passages made navigation difficult	-Math/Word problems -Fractions and use of calculator -Tools
Long	-Long passages -Too many passages		

Educators and Administrators

See below for summaries of educators' and administrators' responses, emergent themes, and sample quotes across questions:

SCHOOL ADMINISTRATOR RESULTS (N=219) ***TEST ADMINISTRATOR RESULTS (N=438)*** ***TEST ADMINISTRATION PREPARATION***	
What went well with the administration of the Smarter Balanced Field Test in your district/school? **SUMMARY:** For the most part, administrators thought the field test went very well in their districts. There were some minor issues, but these were fewer than anticipated. Some indicated that students were prepared and were receptive to the new assessment. Others mentioned that although it required a considerably large amount of time to prepare, plan and schedule the assessments, they had few disruptions during the test administration. Since this was a new assessment, additional training and preparation were required for test administrators. The technology seemed to also have worked well with few interruptions.	
Common Response	**Sample Quotes**
Students: -Prepared -Did not have a hard time logging on -Were receptive	"We were given enough information to get our proctors, teachers and students prepared." "The system experienced little interruption. Students did not have a hard time logging on to complete the tests." "Students were generally receptive to the new test." "Students were excited about the new testing format." "Our students didn't complain much that they would not receive a score."
Scheduling: -Well developed -Smooth -Organized -Well communicated -Preparation	"Planning went well and scheduling was easy." "We had a well- developed schedule and the technology on our side seemed to run relatively smoothly." "A considerable amount of pre-planning as to scheduling in order to create the least amount of disruptions as possible to the daily school schedule." "The district did a good job of preparing schools and staff members to properly administer the Field Test according to test guidelines and technology specifications. The school established a rotating schedule to balance out and complete testing during the scheduled window." "Scheduling, communication, and actual test administration went well."

Technology: -Smooth Log-ins -Efficient -Platform Navigation -Ease of Use	"The system experienced little interruption." "Test platform worked well. The system was efficient. Technology worked well." "Technology seemed to go quite smoothly. The help desk was very knowledgeable and helpful." "Our technology worked well. We had no glitches to speak of. Our scheduled time was reasonable."

TEST ADMINISTRATION PREPARATION

What were the biggest challenges your district or school faced in administering the Smarter Balanced Field Test?

SUMMARY: Some challenges that administrators stated their districts/schools faced during the administration were the lack of time and/or resources. The shortage of computers and computer labs was one issue. Classrooms and libraries had to be converted into computer labs to accommodate all students during the testing window. This lead to reports of reduced instructional time and library closures during the testing window. However, it was noted by many that this same issues had occurred during the regular testing window since the old assessment was also administered online during a 7-8 week window in the spring.

Common Response	Sample Quotes
Administration: -Need more time -Need more resources -Changing mindset of test administrators from prior formats **Computer Lab:** -Lack additional labs/computers -Scheduling	"Allotting more time for the Field Test administration." "The resources (staffing, time) that it took to pull it off, from initial meetings at the district level to the actual test administration and to the make-ups were extremely significant. Because we have our counselors very involved with testing, they were nearly unavailable for students and their other responsibilities. The Field Test, from start to finish, was 5 weeks of time for counselors, secretaries, librarian (our testing location), and administration." "It took an incredible amount of time. Students were testing for many hours. Our library and computer lab were closed for 5 weeks. The money to pay for the lost prep time for teachers was considerable" "Changing the mindset of test administrators from prior testing formats and platforms." "We have to take computers out of classrooms to make a lab for testing." "Loss of our computer lab for the extended amount of time. Classroom instructional time missed due to time to complete testing those students with special needs." "Time! We have one computer lab and almost 600 students in our building. It is hard to schedule the necessary time to take the test."

	"Technology... Because of our small school setting, we had to cancel regularly scheduled classes in our computer lab for over a month to accommodate testing."

TEST ADMINISTRATION PREPARATION

How did administering the Smarter Balanced Field Test in your district or school compare to the administering of the ISAT?

SUMMARY: Many administrators indicated that the Smarter Balanced Field Test and the ISAT were quite similar. Since the Smarter Balanced assessments were new, administrators did expect some transition time to adjust and prepare.

Common Response	Sample Quotes
Administration: -Quite similar	"It just took some time getting used to the new system. I like the administration part of the Field Test better than the ISAT. I liked being able to control test sessions." "The administration was a lot the same, a little confusing to get used to it at the beginning. Once we got it, it was fine." "For the most part, now that it is over, the administration of the Field Test and ISAT are about the same. It looked like it would take much more time, but ended up not taking as much as was planned." "We knew the ISAT platform and were efficient in printing tickets and planning. The unknown was difficult with the Field Test. The Test Administration Manual changed multiple times and there were so many documents and videos and so much of it didn't apply to the building administration level that it was difficult to find answers without reading a million unnecessary pages." "ISAT was easier to predict in terms of timing. The administration (logging in etc.) was similar. Tracking students/class completion was trickier."
First Year -Expected some initial issues with transition	"After the kinks were worked out, administering the Field Test was easy. Due to the amount of time and experience of administering the ISAT, we are more proficient. With time we will get there with this test." "ISAT was much less stressful for students and staff. That could be the unknown factor, since it was the first year of the new test." "ISATs are just multiple-choice which is easier for students to manipulate and complete without confusion."

TEST ADMINISTRATION PREPARATION

What information or training helped you most in preparing to administer the Smarter Balanced Field Test in your district or school?

SUMMARY: In-person training was reported to be the most helpful, followed by an Edmodo site and then modules and webinars. It was also noted that trial and error was also a commonly used technique.

Common Response	Sample Quotes
Training -District-sponsored Trainings -Webinars -In-Person Trainings -Manuals/Modules -Edmodo -On-Line tutorials -Trial and Error	"District training following state trainings and webinars." "Our District's proctor training and other training or dialogue at admin meetings was helpful to brainstorm ideas for schedules." "The training videos were all helpful, as was the training provided by our local testing coordinator." "The state department trainings were helpful because I was able to hear comments and questions from others." "The Edmodo group was very helpful." "The webinars and trainings posted online plus the test administration manuals." "We used the online video trainings and bounced ideas off other schools and this worked well." "Training was sufficient to administer the test. There were some unknowns that you can't know until actually experiencing giving the test." "No one thing helped us prepare. We felt that trial and error the first week of testing helped us and our students navigate the rest of the testing period."

DISTRICT TECHNOLOGY COORDINATOR SURVEY RESULTS (N=38)
TECHNOLOGY

What went well with the administration of the Smarter Balanced Field Test in your district?

SUMMARY: Many districts technology coordinators indicated that it took proper planning and strategies to ensure their technological resources were adequately prepared to administer the field test. Some mentioned that the Tech Readiness Tool was a great help in planning and meeting hardware and software requirements.

Common Response	Sample Quotes
Adjustment to New Technology: -Software Deployment/ Installations -Tech Readiness Tools	"We planned as a team well in advance and had meetings at each building to roughly plan for testing. We had all software loaded and tested in advance and the software all seemed to perform well on PCs and Chromebooks." "Installation went well. Software worked well." "The preliminary tools to test bandwidth and usage."
Tech Issues To Improve: -Secure Browser -Sound/Voice -Computer Upgrades/Associated Costs	"The secure browser was difficult to work with and having to change the voice over from "David" to "Julie" was not anticipated." "Sound conflicts with David voice option. Required uninstall of the David sound voice from machines. Windows XPdefault sound is not an ideal voice." "We need upgraded computer equipment. We are still running windows xp and would like to upgrade to windows 7 but are lacking funds to do so."

TEACHER SURVEY RESULTS (N=492)

What went well with the Classroom Activity you administered?

SUMMARY: In general, teachers indicated that the in-class portion of the performance task was simple to follow and lead to rich classroom discussions. A number of high school teachers indicated that the performance task was either not aligned to the online activity or was too remedial for many of their students. In general, teachers indicated that students were receptive to the in-class activity.

Common Response	Sample Quotes
-Students were Receptive -Engaging -Did Not Match Online Assessment -Was Too Basic	"Students enjoyed the Performance tasks better than the non-performance. They saw value in the classroom activity and the test which followed." "They were engaged and enjoyed the discussion portions of the activities." "The students seemed to enjoy the performance activity before they took the performance tests however, they didn't apply that knowledge at the test--like there was no connection." "They felt that the lessons were simple and easy enough to understand but that the test didn't seem to relate to them well enough." "Simple and basic; hard to take biology seriously from an English teacher."

Appendix A

Student Questionnaires

Grades 3-5

1. What grade are you in? Grade 3 Grade 4 Grade 5
2. What test did you take today? English Performance Task English Exam Math Performance Task Math Exam
3. What did you think about the questions on the test you took today? They were very easy. They were pretty easy. They were pretty hard. They were very hard.
4. What did you think about taking the test on the computer? It was very easy. It was pretty easy. It was pretty hard. It was very hard.
5. How did you take your test today? On a computer On an iPad On a laptop On a Chromebook
6. How well do you think the test you took today matched what you learned in class this year? Not very well Pretty Well Very Well
7. Were you able to use the keyboard to type your answers? Yes, I knew how to use the keyboard. Yes, but it was hard to type my answers. No, I did not know how to use the keyboard.
8. What did you LIKE about the test you took today? (Open-Ended)
9. What did you NOT LIKE about the test you took today (Open-Ended)

Grades 6-8

1. What grade are you in? Grade 6 Grade 7 Grade 8
2. What test did you take today? English Performance Task English Exam Math Performance Task Math Exam
3. What did you think about the questions on the test you took today? They were very easy. They were somewhat easy. They were somewhat difficult. They were very difficult.
4. What did you think about taking the test on the computer? It was very easy. It was somewhat easy. It was somewhat difficult. It was very difficult.
5. How did you take your test today? On a computer On an iPad On a laptop On a Chromebook
6. How well do you think the test you took today matched what you learned in class this year? Not very well Somewhat Well Very Well
7. How did your ability to use a keyboard affect your performance on the test? Negatively No effect Positively
8. What did you LIKE about the test you took today? (Open-Ended)
9. What did you NOT LIKE about the test you took today (Open-Ended)

Grades 9-11

1. What grade are you in? Grade 9 Grade 10 Grade 11
2. What test did you take today? English Performance Task English Exam Math Performance Task Math Exam
3. What did you think about the questions on the test you took today? They were very easy. They were somewhat easy. They were somewhat difficult. They were very difficult.
4. What did you think about taking the test on the computer? It was very easy. It was somewhat easy. It was somewhat difficult. It was very difficult.
5. How did you take your test today? On a computer On an iPad On a laptop On a Chromebook
6. How well do you think the test you took today matched what you learned in class this year? Not very well Somewhat Well Very Well
7. What did you LIKE about the test you took today? (Open-Ended)
8. What did you NOT LIKE about the test you took today (Open-Ended)

Appendix B

District Testing Coordinator Questionnaire

1. What went well with the administration of the Smarter Balanced Field Test in your district?
2. What were the biggest challenges your district faced in administering the Smarter Balanced Field Test?
3. How did administering the Smarter Balanced Field Test in your district compare to administering the ISAT?
4. What information or training helped you most in preparing to administer the Smarter Balanced Field Test in your district?
5. What information or training would assist your district most in administering the Smarter Balanced assessment next year?
6. What devices were used by the students in your district to take the Smarter Balanced Field Test?
7. What effect, if any, did the devices have on students' abilities to complete the Smarter Balanced Field Test?
8. What preference, if any, did students in your district show for the setting in which they took the Smarter Balanced Field Test?
9. How well were your technical issues handled by the state and/or the Smarter Balanced Help Desk during the Field Test?
10. What challenges did you face in understanding and completing the requirements for TIDE?
11. What feedback do you have about the new accommodations, designated supports, and universal tools available on the Smarter Balanced Field Test?
12. The regular testing window for the Smarter Balanced Field Test in Idaho was 7 (April 01 – May 16) weeks. For the operational assessment next year, how many weeks would you prefer for the testing window?

Appendix C

Test Administrator Questionnaire

1. To which grade levels did you administer the Smarter Balanced Field Test?
2. For which subjects did you administer the Smarter Balanced Field Test?
3. What went well with the administration of the Smarter Balanced Field Test in your district?
4. What were the biggest challenges your district faced in administering the Smarter Balanced Field Test?
5. How did administering the Smarter Balanced Field Test in your district compared to administering the ISAT?
6. What information or training helped you most in preparing to administer the Smarter Balanced Field Test in your district?
7. What information or training would assist your district most in administering the Smarter Balanced assessment next year?
8. What effect, if any, did keyboarding skills have on students' abilities to complete the Smarter Balanced Field Test?
9. What devices were used by the students in your district to take the Smarter Balanced Field Test?
10. What effect, if any, did the devices have on students' abilities to take the Smarter Balanced Field Test?

Appendix D

Teacher Questionnaire

1. What went well with the Classroom Activity you administered?
2. What challenges did you face in administering the Classroom Activity?
3. What did the students think the Classroom Activity you administered?
4. What training did you receive to administer the Classroom Activity?
5. What additional training would be helpful in administering the Classroom Activity next year?
6. How well do you feel the Classroom Activities prepared students to complete the Performance Task?
7. Which Classroom Activity did you administer?
8. To which grade levels did you administer the Classroom Activity?
9. What other feedback do you have about the Classroom Activities or the Smarter Balanced Field Test in general?

Appendix E

Technology Coordinator Questionnaire

1. What went well with the administration of the Smarter Balanced Field Test in your district?
2. What were the biggest challenges your district faced in administering the Smarter Balanced Field Test?
3. How did supporting the administration of the Smarter Balanced Field Test in your district compare to supporting the administration of the ISAT in previous years?
4. What information or training helped you most in preparing to administer the Smarter Balanced Field Test in your district?
5. What information or training would assist your district most in administering the Smarter Balanced assessment next year?
6. What devices were used by the students in your district to take the Smarter Balanced Field Test?
7. What effect, if any, did the devices have on students' abilities to complete the Smarter Balanced Field Test?
8. What preference, if any, did students in your district show for the setting in which they took the Smarter Balanced Field Test (computer lab, mobile lab, etc.)?
9. How well were your technical issues handled by the state and/or the Smarter Balanced Help Desk during the Field Test?
10. What effect, if any, did the new accommodations, designated supports, and universal tools have on your ability to support the administration
11. What technical challenges did your district have in supporting the administration of the Smarter Balanced Field Test?
12. What future technical challenges will your district need to address to continue supporting the Smarter Balanced assessment (bandwidth, network, wireless devices)?
13. What changes would you like to see to the technical side of administering the Smarter Balanced Assessment?

Appendix F

Administrator Questionnaire

1. What went well with the administration of the Smarter Balanced Field Test in your district/school?

2. What were the biggest challenges your district/school faced in administering the Smarter Balanced Field Test?

3. How did administering the Smarter Balanced Field Test compare to the administering the ISAT?

4. What information or training helped your district/school most in preparing for the administration of the Smarter Balanced Field Test this year?

5. What information or training would assist your district/school most in administering the Smarter Balanced assessment next year?

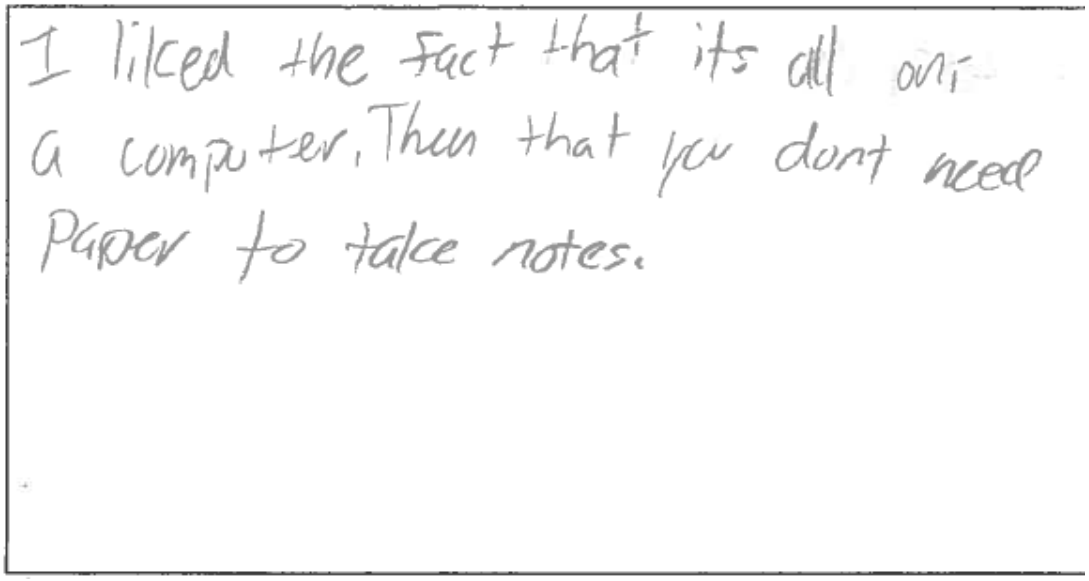
6. What effect, if any, did the new accommodations, designated supports, or universal tools have on your students during the Field Test?

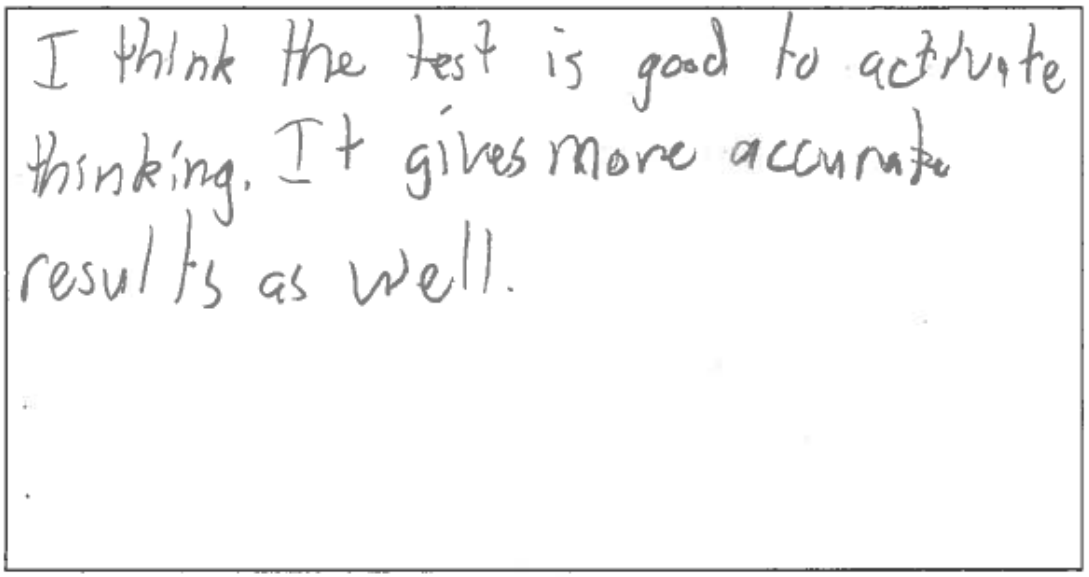
7. What preparation or training, if any, did you provide to your students related to keyboarding skills?

8. What effect, if any, did your students' keyboarding skills have on students' abilities to take the Field Test?

Appendix G

Student Quotes: Likes
Snapshot from Questionnaires


I liked the fact that its all on a computer. Then that you dont need Paper to take notes.


I think the test is good to activate thinking. It gives more accurate results as well.

The only thing I liked was you got to use a calculator.

I liked the fact that it gave me step by step instructions.

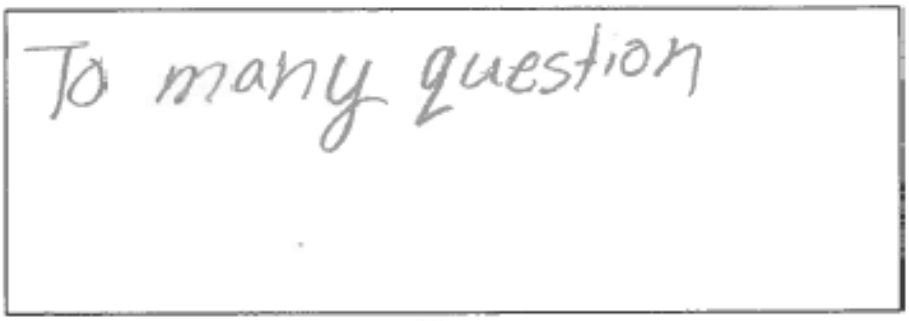
I liked that it wasn't like the ISAT.

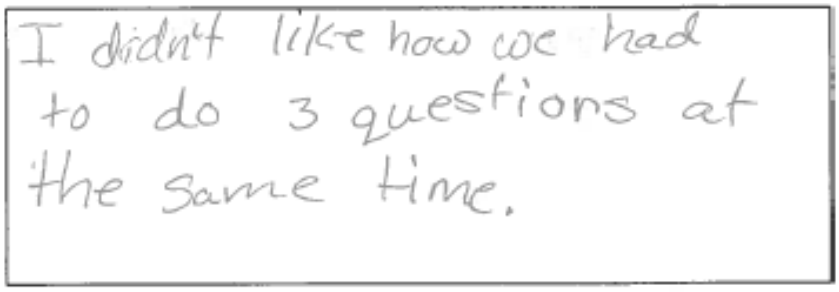
I liked on the test that I got to use the notepad a few times and I got to work with graphs

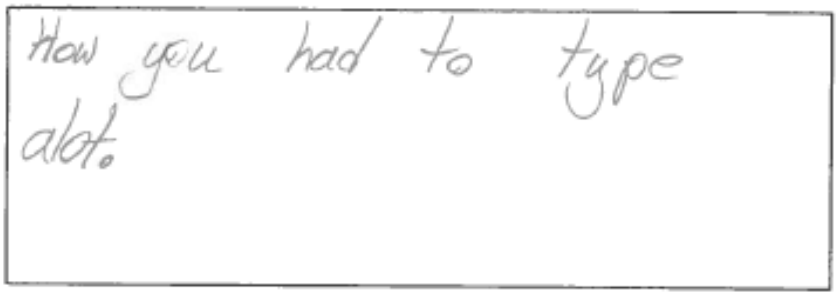
One thing I liked about the test was that you could use a keyboard and type your answers

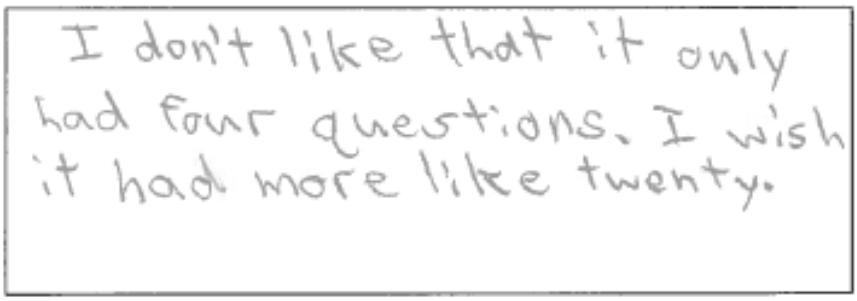
I liked how it was Challenging.

Student Quotes: Dislikes
Snapshot from Questionnaires









Summary

Survey Results from the SDE Perspective

It became apparent that the SDE needs to continue to provide additional support to districts, especially in the areas of technology and accommodations. Among larger districts, lack of computers significantly increased the length of the testing window and also limited access for daily instruction. Districts with insufficient technical resources are encouraged to apply for the state technology funds. Among smaller districts, lack of Test Administrators significantly increased the length of the testing window. There has been a discussion of a possibility of the SDE managing a proctor pool, which could connect districts to qualified proctors and allow smaller districts to share personnel across districts. In addition, the SDE needs to provide more training regarding the types and appropriate uses of designated supports and accommodations.

The length of the assessment is another factor which needs to continue to be explored. Discussions are currently underway with Smarter Balanced to shorten the assessment in the following ways: 1) shortening reading passages; 2) reducing the number of passages; 3) minimizing the number of questions a student is exposed by improving computer adaptive algorithms.

Please contact Angela Hemingway, Director of Assessment and Accountability at ahemingway@sde.idaho.gov with questions regarding ISDE Smarter Balanced feedback collection and results.